



Office of the Vice President for Academic Affairs

April 25, 2006

Dr. Dorothy Zinsmeister
Assistant Vice Chancellor for Academic Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Zinsmeister:

As the chief academic officer for Kennesaw State University I would like to nominate Dr. Randolph (Randy) Smith for the FY 2006 Regents' Scholarship of Teaching & Learning (SoTL) Award for individual faculty. We believe Dr. Smith's long and distinguished teaching career is an excellent example of someone who should be recognized with a Regents' SoTL award. Dr. Smith is not simply an extraordinary teacher; he is an extraordinary teacher/scholar. He has spent most of his career not only developing a strong SoTL record, but also building significant opportunities for other faculty to advance in this arena as well. We were very excited to attract Dr. Smith to KSU to serve as Department Chair of our Psychology Department. That department has a solid history of exceptional teaching and Dr. Smith was a perfect match for us. Let me take a moment to single out some highlights of Dr. Smith's career that make him so well-suited for your recognition.

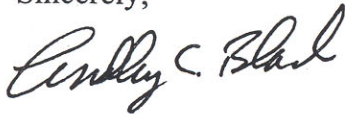
Dr. Smith (Randy) is clearly a national leader in SoTL in Psychology. As an individual he has a distinguished record of professional presentations and publications specifically related to SoTL. Through invited addresses, conference presentations, textbook development, and his role of editor of the journal *Teaching of Psychology*, Randy has contributed to a wealth of scholarship that advances effective teaching and learning in his discipline. Not only is his name well-known by teachers of psychology all across the country, these teachers also appreciate the quality of his work.

Although his individual contributions to SoTL in Psychology are impressive, I am even more impressed with his leadership in developing professional opportunities for students and faculty to disseminate their teaching-related research. He has worked with his colleagues to develop an undergraduate research conference and several regional and national conferences on the teaching of psychology. The series of Best Practices Conferences we host annually at KSU is a powerful example of building community around SoTL. Randy's role in the planning and delivery of these conferences is a prime example of his commitment to advancing SoTL. Further, as a co-editor of book volumes based on two of these conferences, Randy has provided additional opportunities for faculty to turn their conference presentations into publications.

Randy has also served in a number of leadership positions for the Society for the Teaching of Psychology (STP), Division Two of the American Psychological Association. His most significant role for STP has been as a two-term editor of the journal *Teaching of Psychology*. During his tenure, Randy has raised the journal's focus on student learning so that teachers across the country are now thinking more than ever about demonstrating the effectiveness of their pedagogical tools to facilitate student learning. When we recently revised our Tenure and Promotion expectations at KSU I asked Randy to serve on the taskforce charged with that work. In part due to his influence, our new guidelines will require faculty to demonstrate the scholarly activity and scholarship of their teaching; evidence of student learning will now be a central component of how we measure quality teaching at KSU. This should leverage us to become a model for promoting SoTL across many disciplines.

Again, I am delighted to nominate Randy for consideration for this year's Regents' SoTL Award. We believe he is an excellent representative of our Institution's commitment to the centrality of teaching and learning and KSU's recognition of the scholarship of teaching and learning. If you have any questions regarding my nomination please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Lendley C. Black".

Lendley C. Black
Vice President for Academic Affairs

LCB/dkp

encl

Narrative

Randolph A. Smith, PhD

When I examine my teaching career, I see two major events that have shaped my activities as a teacher and scholar. The first is a conference I attended in 1984: MACTOP (Mid-America Conference for Teachers of Psychology). Before I attended MACTOP, I did not know there were faculty who not only valued teaching, but who also were interested in the enterprise of teaching as a field of scholarly inquiry. The second event is the 1990 publication of Ernest Boyer's book, *Scholarship Reconsidered*. In his book, Boyer advocated revamping the values of the academy from teaching, scholarship, and service (with many universities actually emphasizing primarily scholarship for advancement) to the scholarship of discovery, of integration, of application, and of teaching. "The scholarship of teaching" is a phrase that gave my values and work regarding teaching legitimacy in the larger arena of academe. As Boyer noted, "... teaching is often viewed as a routine function, tacked on, something almost anyone can do. When defined as *scholarship*, however, teaching both educates and entices future scholars" (p. 23). My inherent interest in teaching, fanned by both MACTOP and Boyer's ideas, enticed me to cast my efforts toward the scholarship of teaching and learning (SoTL).

I began my academic career at a small liberal arts college in Arkansas with a heavy teaching load. I had trouble finding time to conduct the traditional research I learned about in graduate school. I did manage to get some research experiences vicariously through the students I was working with in my Experimental Psychology classes. Those vicarious research experiences led me to one of the first major realizations of my academic career—I enjoyed the mentoring role of teaching. Supervising and guiding students in their first research projects gave me an opportunity to engage in a different type of teaching than the teaching that took place in the classroom—a richer relationship developed with many students. Many students who had aspirations of graduate school looked to me for advice about what they should do to increase their chances at gaining admittance. I encouraged students to propose and complete original research projects rather than relying on canned laboratory exercises. Despite the increased workload that resulted from supervising 15-20 individual student projects per year, I knew that the benefits to the students were substantial. Over time, however, I felt that some professional aspect of the research experience was lacking for the students—students were not having the chance to do anything with their research projects after completing them. This problem led me to co-found the Arkansas Symposium for Psychology Students (ASPS) in 1984 with a colleague at another small college in the state. We envisioned an arena for students from around the state to present their research findings to their peers in a low-stress, supportive atmosphere. We held our first ASPS meeting at Hendrix College in the spring of 1985. We had about 20 student presenters from three small colleges in the state. Over the years, ASPS rotated to more than 10 colleges around the state and grew to include over 100 student presenters in some years; I had more than 100 students present their research at ASPS. One of my proudest moments as a teacher occurred in 2004 when ASPS held its 20th annual meeting; it dawned on me that ASPS had allowed hundreds of students to present their research findings in a professional setting. I firmly believe that the student mentoring I accomplished through research supervision was some of my best and most productive teaching. Thus, one of my first ventures into SoTL was discovering that students learned more and learned more deeply by doing rather than by simply listening.

Although I did not realize it at the time, my academic life and career took a dramatic turn when I read a brochure about the first MACTOP in Evansville, Indiana and decided to attend (also in 1984). What a revelation for me—I found out there were faculty who not only taught but considered teaching their area of scholarship. I found out there was a division of the American Psychological Association (APA) devoted to teaching and that Division Two published a journal devoted to this type of scholarly work—*Teaching of Psychology (ToP)*. Most importantly, I met numerous faculty who taught in situations that were similar to mine, and I began forming friendships with several of those individuals, which eventually led to opportunities for collaboration and mentoring—both as a mentor and a mentee. Surprisingly, even though the conference took place in Indiana, some faculty in attendance were from my region of the country, which made for greater accessibility and additional encounters during subsequent years at meetings of the Southwestern Psychological Association (SWPA). From that point forward, I have focused my career on SoTL. I began attending APA meetings and going to all the sessions sponsored by Division Two. Thus, I gained a professional outlet for my teaching interests.

In the early portion of my new career, I focused on making teaching-related presentations at SWPA. From that venue, I moved to making such presentations at larger meetings—Joe Palladino, the organizer of MACTOP, invited me to be on the MACTOP program. Similarly, Bill Hill of Kennesaw State University, who organizes the Southeastern Conference for Teachers of Psychology (SETOP), invited me to SETOP to make presentations. Presenting about teaching at regional venues gave me the confidence to submit proposals to the Division Two program at the APA convention. Because of my growing knowledge about and commitment to SoTL, I made it a point to include assessments of student learning in my work whenever possible. It occurred to me that although I could affect numerous students in my classes, I could have a much greater impact by sharing teaching-related information with other faculty. If I share an idea that I have used in my classes with other faculty, then there is the chance that I will be able to affect many more students vicariously. This realization has led me to explore various ways of supporting SoTL more broadly—I have made over 100 teaching-related presentations at various venues.

I have also focused on encouraging SoTL within psychology through my writing. Many of my publications are related to teaching. I began this type of publication primarily with ideas I had used in my teaching—most of my early teaching publications were in teaching activity handbooks. Early success and positive feedback about these publications led me to try my hand at publishing in *ToP*. Through much helpful feedback from the Editor of *ToP*, I was successful at getting several articles published in the discipline's premier teaching-related journal.

In the late 1980s, I began writing on a larger scale. Wayne Weiten contacted me about being part of a team to write an instructor's manual for his new introductory psychology textbook. We produced a slim 135-page manual for its first edition. The textbook was a success, but Wayne wanted a manual that was more aligned with scholarly teaching. I took over writing and editing the manual for the second edition, expanding the new edition to over 600 pages. My new focus was to give teachers as many ideas as possible that they could take directly to the classroom, but to concentrate on ideas based on scholarly teaching. Thus, a major portion of the manual is devoted to published scales, graphics, and handouts that instructors can copy and take to class to conduct activities and demonstrations. This emphasis is in line with SoTL research evidence that shows the powerful effect that active learning can have on student learning and retention. The

most recent edition of the manual has grown to over 1000 pages and includes contributions by six outside authors on topics such as introducing cross-cultural comparisons, writing, and computers in introductory psychology. The positive feedback I have received from faculty who use the manual in conjunction with Weiten's text leads me to believe that I have been successful in creating a scholarly-based resource that supports the teaching of psychology to many instructors and, thus, to many students.

Having met with success in writing an instructor's manual, I decided to venture into textbook writing. My first venture in this arena was small—a brief book on critical thinking that could faculty and students could use as an ancillary text in introductory psychology courses. Once again, positive feedback led me to contemplate taking my writing further. Through 15+ years of teaching Experimental Psychology, I was frustrated with the textbook selection for the course. I believed that student apathy about this extremely important course was partially a product of the texts that existed for the course. All were dry and dull, mostly black and white, with few graphics. They seemed to squeeze the life and excitement out of the subject matter—a topic that anyone involved directly with research knows is exciting and vibrant. I pitched my idea to a potential co-author (Steve Davis), and we took on the project. Now, three editions later, we have a book that I wanted to teach from all along. We have infused as much research-based pedagogy into the text as we can—a running glossary, review sections in the chapters, Psychological Detective sections with questions that ask students to stop and think about the material they are reading. One of our greatest innovations is using actual student research examples throughout the book. Our idea was to show students that they *are* capable of conducting psychological research studies. We believe that many students are intimidated by the research process, so it is important to show them that many students do engage in this process successfully. It has been extremely gratifying to hear from instructors who use the book and who tell us how much their students enjoy using the text. It is our hope that students will react positively enough to the text and its information that they will have more positive attitudes about conducting psychological research. The approach to the text was fueled by our commitment to SoTL—an attempt to pull together our knowledge in that area to create a text that would support and encourage student learning.

I have also worked to advance SoTL through professional service to Division Two of APA (now the Society for the Teaching of Psychology, STP) in support of teaching. I served as a program reviewer for STP's APA program, on the STP Membership Committee (one year as chair), on the STP Program Committee (three years as Program Chair), and on the STP Fellows Committee (two years as Chair). My purpose in this service was to support the mission of STP in pursuing excellence in teaching and to, in some small way, repay a debt that I felt I owed to STP and its membership for helping me find direction for my career. This type of service opened up another aspect of my teaching career that has been quite meaningful to me: administrative support for teaching. In addition to STP, I have worked in two primary venues to provide administrative support—at the local level as a department chair and at the national level within APA.

I served as department chair at Ouachita Baptist University (OBU) for 20 years and have filled the same position at Kennesaw State University (KSU) since 2003. My goal in becoming a department chair initially was an attempt to strengthen the teaching of psychology at my first institution. Because I moved into the chair's position relatively early in my tenure at OBU, I had the opportunity to hire several faculty members. I quickly discovered, just as with my research

students, I immensely enjoyed the mentoring aspect of that position. I moved to KSU, in large part, because I knew I would have the same opportunity on a much larger scale. Indeed, we have already hired 10 faculty in my years here. Although the large scale is quite challenging, helping new faculty develop and adapt to the teaching environment is a challenge that I relish. In this type of leadership position, it is vital for me to emphasize how important SoTL is to new faculty. Whether we hire new faculty directly from graduate school or from other colleges and universities, most of them have been indoctrinated into the “scholarship first” mode of thought—in other words, the most important job of faculty is to pursue their research agendas. Instead, it is my job to convince them to put their teaching first *and* to treat it as a scholarly endeavor. In my experience, a teacher who treats teaching in a scholarly fashion becomes more concerned about his or her performance in the classroom and more concerned about student learning. Such faculty experiment with various approaches to teaching, trying to find methods and strategies that work best for the material they are teaching. They are more likely to adopt student-focused teaching strategies because student learning becomes the most important outcome for them.

Because of my work in various positions within STP, other avenues for administrative support of teaching have opened. I was chosen as a participant in the Active Learning working group at the APA National Conference on Enhancing the Quality of Undergraduate Education held at St. Mary’s College in 1991. I believe our work there has had long-lasting impact, as I see the active learning chapter (as well as many others from the book that resulted from the conference) cited often in teaching literature. A few years later, I served as a member of the Steering Committee for the Psychology Partnerships Project (P3). P3’s objective was to encourage faculty to form alliances across the various levels of teaching—high school, 2-year, 4-year, and graduate schools. The impact of that project is continuing to be felt within psychology. I have also served as a College Faculty Representative to the Executive Committee of Teachers of Psychology in Secondary Schools (TOPSS). My work with high school teachers in TOPSS and through the Advanced Placement grading I have done has been particularly gratifying as I have attempted to support the teaching of psychology in the high school arena. In all these roles, I have worked at supporting SoTL in psychology through any administrative means possible.

Finally, my most prolonged effort at supporting SoTL in psychology has come through my editorial work. I started reviewing for *ToP* in the late 1980s after publishing a few articles in the journal. Although I approached my first few reviews with great trepidation, I soon found out that I enjoyed the process. Apparently I did a good job with my reviews because the editor, Charles Brewer, kept sending me more manuscripts to review. After a few years of reviewing, I was honored when Charles asked me to serve as a Consulting Editor for *ToP*, a position I filled from 1991-1995. This recognition and the subsequent work of editing many more manuscripts led me to apply for the editorial position to follow Charles. Somewhat to my surprise, but to my great delight, I was selected to fill the position. I have served as Editor of *ToP* since 1997.

My editorial philosophy has been simply that I am a teacher on a larger scale. I endeavor to provide feedback to authors so that they can write their best possible manuscript for publication. For authors who receive rejections, I still try to provide positive feedback that will help them take their idea and improve on it with further research or with a future class. I could cite numerous examples of authors who have been willing to go through multiple revisions until their

manuscript met the high standards previous editors and I have established for *ToP*. At the same time, I also believe that I have a teaching responsibility to my reviewers. It is important to me that reviewers stay positive and avoid the negative, biting reviews so many academics have experienced, often with lingering feelings of bitterness. I am responsible for teaching reviewers about how to maintain high standards for good research even though the area of teaching research is often difficult to carry out. One of my more important teaching responsibilities in this capacity is to mentor new reviewers. Remembering my first few reviews for *ToP*, I know how important it is to get early formative feedback in order to make corrections if there are any problems. Thus, I send copies of my decision letter and all the reviews to every reviewer on every manuscript. Although it increases the time I spend on the task, I believe it is an important part of my teaching role as editor.

I have accomplished some important tasks as Editor that demonstrate my commitment to SoTL. For example, the number of articles that deal with SoTL in *ToP* has increased dramatically over the years. As I mentioned, I try to encourage both authors and reviewers to participate in the process of publishing about teaching. Most importantly, I believe, is my approach to the types of articles that we publish. I have led *ToP* reviewers to consider documented effectiveness of teaching ideas to be a crucial part of the publication decision. When I read older issues of the journal, I see many ideas published that relied simply on student reaction. For example, if students enjoyed an activity or said that they learned something from the activity, that feedback was seen as convincing evidence for that activity. However, I believe that the scholarship of teaching and learning demands more stringent evidence than how students felt about a classroom practice. I have changed the instructions for contributors to stress that authors should provide evidence of actual student learning as an outcome measure. My belief is that it is possible for students to enjoy an entertaining classroom presentation but not actually learn from it. Thus, it is incumbent on a faculty member to show that students do learn from the activities that they propose in their manuscripts. In this manner, I believe that I have helped to move *ToP* into more firm grounding in SoTL.

I am honored and humbled to have been nominated for the 2006 Regents' Scholarship of Teaching and Learning Awards. I have never considered myself a great teacher, but I have devoted my career to trying to improve the enterprise of teaching psychology by making it a more scholarly process. I hope that my efforts have helped psychology faculty better reach their students and make lasting impressions on them. If I have had some part in making that happen, then I consider myself a success.

Reference

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

VITA
RANDOLPH ALAN SMITH

EDUCATION

1973-78 PhD, Experimental Psychology, Texas Tech University, December, 1978
1969-73 BS, University of Houston, May, 1973; Major: Psychology

EXPERIENCE

2003- Department of Psychology, Kennesaw State University; Professor and Chair
1977-2003 Department of Psychology, Ouachita Baptist University; Professor and Chair

PUBLICATIONS

- Smith, R. A., & Davis, S. F. (2006). *The psychologist as detective: An introduction to conducting research in psychology* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Smith, R. A. (2006). *Instructor's resource manual for Weiten's Psychology: Themes and variations* (7th ed.). Belmont, CA: Thomson Wadsworth.
- Dunn, D. S., Smith, R. A., & Beins, B. C. (Eds.). (in press). *Best practices for teaching statistics and research methods in the behavioral sciences*. Mahwah, NJ: Erlbaum.
- Smith, R. A. (2006). Navigating the academic environment: The politics of teaching. In W. Buskist & S. F. Davis (Eds.), *Handbook of the teaching of psychology* (pp. 333-337). Malden, MA: Blackwell.
- Smith, R. A. (2005). The classroom as a social psychology laboratory. *Journal of Social and Clinical Psychology, 24*, 62-71.
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- Smith, R. A., & Fineburg, A. C. (2005). Standards and outcomes: Encouraging best practices in teaching introductory psychology. In D. S. Dunn & S. L. Chew (Eds.), *Best practices for teaching introduction to psychology* (pp. 179-194). Mahwah, NJ: Erlbaum.
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- Smith, R. A. (2004). Kennesaw State University: Teaching is the key. In W. Buskist, B. C. Beins, & V. W. Hevern (Eds.), *Preparing the new psychology professoriate: Helping graduate students become competent teachers* (pp. 118-121). Available at the Society for the Teaching of Psychology Web site: <http://www.teachpsych.org/pnpp/>
- Andreoli Mathie, V., Buskist, W., Carlson, J. F., Davis, S. F., Johnson, D. E., & Smith, R. A. (2004). Expanding the boundaries of scholarship in psychology through teaching, research, service, and administration. *Teaching of Psychology, 31*, 233-241.

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- Smith, R. A. (2003). Pursuing scholarly teaching and the scholarship of teaching. In W. Buskist, V. Hevern, & G. W. Hill, IV (Eds.), *Essays from e-xcellence in teaching, 2002*. Available from the Society for the Teaching of Psychology Web site: <http://teachpsych.lemoyne.edu/teachpsych/eit/index.html>
- Smith, R. A. (2002). Teaching at a liberal arts college: With a little help from my friends. In S. F. Davis & W. Buskist (Eds.), *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer* (pp. 231-245). Mahwah, NJ: Erlbaum.
- Smith, R. A. (2002). *Challenging your preconceptions: Thinking critically about psychology* (2nd ed.). Belmont, CA: Wadsworth.
- Smith, R.A. (1999). A tasty sample(r): Teaching about sampling using M&M's. In L. T. Benjamin, B. F. Nodine, R. M. Ernst, & C. Blair-Broeker (Eds.), *Activities handbook for the teaching of psychology: Volume 4* (pp. 66-68). Washington, DC: American Psychological Association.
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- Smith, R. A. (1992). A quartet of councils interested in the teaching of psychology. In A. E. Puente, J. R. Matthews, & C. L. Brewer (Eds.), *Teaching psychology in America: A history* (pp. 385-402). Washington, DC: American Psychological Association.
- Smith, R. A., & Wight, R. (1988). Student evaluation of Friedman's immediate feedback, no return test procedure for introductory psychology. *Teaching of Psychology*, 15, 209-210.

PRESENTATIONS

- Smith, R. A. (2005). *Using technology to increase student classroom interest*. Presented at Association of Heads of Departments of Psychology, Atlanta.
- Smith, R. A. (2004). *Assessment and scholarship: Compatible duo or oxymoron?* In B. Schwartz (Chair), "Linking Curriculum Development, Learning Outcomes, and Faculty Scholarship Through Assessment." Presented at the American Psychological Association (APA), Honolulu.
- Hill, G. W., Smith, R. A., & Horn, M. (2004). *Using technology to increase student interest, motivation, and (perhaps) learning*. Poster presented at APA, Honolulu.
- Smith, R. A. (2001). *The scholarship of teaching: Perspectives from Teaching of Psychology*. In W. Buskist (Chair), "Uniting Scholarship and Teaching: Perspectives on Scholarship and Academic Life." Presented at APA, San Francisco.
- Smith, R. A. (1999). *Promoting the scholarship of teaching through publishing*. Presented at Southwestern Psychological Association, Albuquerque, NM.

INVITED PRESENTATIONS

- Smith, R. A. (2005). *Using technology to increase classroom engagement*. Presented at New England Conference on the Teaching of Psychology, New Haven, CT.
- Smith, R.A. (2002). *A social psychology toolbox for the classroom*. Harry Kirk Wolfe Lecture presented at the American Psychological Association (APA), Chicago.
- Smith, R. A. (1999). *Using classroom demonstrations effectively*. Keynote address at Kansas High School Psychology Teachers Workshop, Emporia, KS.
- Smith, R. A. (1993). *Leading them down the primrose path: The challenge of mentoring*. Keynote address at Southeastern Conference on the Teaching of Psychology, Marietta, GA.
- Smith, R. A. (1991). *A teacher's confession: The agony and the ecstasy of working with undergraduates*. Presidential address at Southwestern Psychological Association, New Orleans.

PEDAGOGICAL WORKSHOPS

- Smith, R. A. (1999). *Teaching psychology in high school*. Two-day workshop sponsored by American Psychological Association (APA), Montgomery County Schools, MD.
- Smith, R. A. (1998). *Teaching scientific psychology in high school*. Two-day workshop sponsored by APA, Washington, DC.
- Smith, R. A. (1997). *Teaching psychology in high school*. Two-day workshop sponsored by APA, Chicago.
- Smith, R. A. (1997). *Teaching critical thinking in high school psychology*. Presented at the National Science Foundation Institute for Teaching High School Psychology, Northern Kentucky University, Highland Heights, KY.
- Smith, R. A. (1996). *Teaching psychology in high school*. Two-day workshop sponsored by APA, Cleveland.
- Smith, R. A. (1995). *Teaching psychology in high school*. Two-day workshop sponsored by APA, Portland, OR.

PROFESSIONAL ACTIVITIES

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| 2005 | Steering Committee, Best Practices in Teaching Critical Thinking Conference, Atlanta |
| 2004 | Steering Committee, Best Practices in Teaching Statistics and Research Methods Conference, Atlanta |
| 1997- | Editor, <i>Teaching of Psychology</i> |
| 1997-2000 | American Psychological Association Steering Committee, The Psychology Partnerships Project (P3) |

AWARDS AND HONORS

- 2006 Recipient of Charles L. Brewer Distinguished Teaching of Psychology Award, American Psychological Foundation

- 1994 Elected Fellow of Division One (General) of American Psychological Association
- 1991 Elected Fellow of Division Two (Teaching) of American Psychological Association
- 1991 Participant, National Conference on Undergraduate Education in Psychology
- 1990 Sears-Roebuck Foundation Teaching Excellence and Campus Leadership Award
(for contributions to undergraduate education, student learning, and campus life)



Center for Excellence in Teaching & Learning

April 17, 2006

Selection Committee
Regents' Scholarship of Teaching & Learning Awards

Dear Selection Committee:

It is our distinct pleasure to write a letter of support for Dr. Randolph (Randy) A. Smith for the FY 2006 Regents' Scholarship of Teaching and Learning (SoTL) Award. We have known Randy for almost 17 years and have worked with him on numerous committees and projects through the Society for the Teaching of Psychology (STP), on collaborative research projects, and in his role as Editor of the premier journal in our field, *Teaching of Psychology*. Most recently, we were excited that he decided to join the faculty at Kennesaw State University (KSU) in 2003 as the chair of our Psychology Department. His national leadership and expertise in advancing excellence in the teaching of psychology was especially attractive to KSU, an institution in which the centrality of teaching and learning has been a mainstay.

During our many years of teaching (over 50 years combined) we have had the opportunity to meet and work with numerous dedicated teachers of psychology across the country. Randy is by far one of the most outstanding teachers we have encountered. Not only has he influenced innumerable undergraduate students of psychology during his 26-year tenure at Ouachita Baptist University, his impact has reached nationally through his impressive record of developing and disseminating teaching resources, his leadership in advancing SoTL in psychology, and his service to teachers at many levels through his involvement in both regional and national organizations and initiatives. His vita illustrates Randy's sustained involvement in advancing both student success and teaching excellence. We are also past-presidents of STP (Dr. Hill in 2002 and Dr. Noble in 2003) and have many years of combined experience in upper administration (Dr. Hill has served as the KSU Academic VP and Dr. Noble as KSU's Dean of the College of Humanities & Social Sciences). It is from these broad perspectives that we highlight aspects of his distinguished career that we think best address the award criteria.

We first met and got to know Randy as a fellow attendee at the MidAmerica Conference for Teachers of Psychology. We were immediately impressed by his dedication and creativity as a teacher. Over the years we attended this conference, Randy made numerous presentations sharing innovative ideas for teaching and learning, particularly in the statistics and research methods courses, as well as mentoring and advising students. We especially were struck by the impact he had in influencing the interest and involvement of students in the field of psychology. Despite spending most of his career at a small liberal arts college, he has an impressive record of mentoring and encouraging students, both psychology majors and non-majors, to become involved in research,

and he has sponsored and mentored over 100 undergraduate student research presentations at conferences. Two particular events during his career at Ouachita highlight his dedication to inspiring students to succeed and excel. First, Ouachita selected him to direct their honors program from 1987-1990. Clearly, his colleagues and administrators recognized the impact he had on students when they selected him for this responsibility. In addition, in 1990 he received the Sears-Roebuck Foundation Teaching Excellence and Campus Leadership Award, which recognizes outstanding contributions to undergraduate education, student learning, and campus life.

As you know, SoTL requires teachers to not only approach teaching in a scholarly way, but to produce actual scholarship on teaching practices that promote student learning. In this regard, Randy is a nationally recognized leader in the development and dissemination of scholarly-based resources that advance effective teaching. He has published and presented numerous activities for teaching courses such as research methods, introductory psychology, social psychology, and statistics. His commitment to the development of teaching resources is most notably evidenced by the publication of several successful undergraduate texts, particularly a research methods text, *The Psychologist as Detective: An Introduction to Conducting Research in Psychology* (coauthored with Stephen Davis), in its 4th edition; a new text that combines research methods and statistics (again coauthored with Stephen Davis), *An Introduction to Statistics and Research Methods: Becoming a Psychological Detective* (which reflects an increasing trend in the delivery of teaching methods and statistics at the undergraduate level); and the supplemental text entitled *Challenging Your Preconceptions: Thinking Critically About Psychology* that is now in its 2nd edition. Randy has also been the author and editor for one of the best Instructor's Resource Manual for teachers of Introductory Psychology (*Instructor's Resource Manual for Weiten's Psychology: Themes and Variations*), now in its 7th edition. This manual contains an **extraordinary** compilation of teaching activities, demonstrations, resources, and lecture suggestions. In addition to collecting and creating the resource materials, Randy also edits several chapters in the manual that explore some topics in greater depth (e.g., cross-cultural psychology, integrating writing, using the World Wide Web). What is perhaps most unique about these resources is the way Randy includes empirically-grounded teaching activities that have been shown to facilitate student learning. Essentially, Randy uses the existing research-based teaching literature in psychology to advance SoTL in his own publications. This strategy is a wonderful way to demonstrate the centrality of SoTL.

Randy has not only engaged in SoTL as an individual, he has also worked diligently to develop multiple opportunities for other faculty to do so. He has assumed significant leadership roles over the years in developing programs that advance both teaching effectiveness and student involvement in research. For example, Randy's dedication to bringing teachers together to discuss research-based effective teaching is evidenced by his role as a co-founder of the Southwest Conference for Teachers of Psychology. More recently, he has been on the steering committee for the last two highly successful "Best Practices in Teaching Psychology" conferences, which focused on teaching statistics and research methods (2004) and teaching critical thinking across the psychology curriculum (2005). These types of teaching-related conferences provide an important venue for faculty to disseminate and learn about recent SoTL in psychology. Often presentations at professional conferences can lead to SoTL-based publications. In this regard Randy illustrates this pathway exceptionally well as he is a co-editor for two edited volumes based on the Best Practices conferences. His firm belief in the value of active learning and his commitment to the centrality of a research experience to undergraduate psychology education is further evidenced by his role in co-founding the Arkansas Symposium for Psychology Students, an annual conference that provides a forum for undergraduate students to present research that recently celebrated its 20th anniversary.

Over the last 9 years, Randy's impact on helping to disseminate teaching resources and activities is most significantly evidenced by his exceptional tenure as editor of *Teaching of Psychology (ToP)*, the premier journal in our field. As editor, he has mentored and assisted innumerable authors in developing and refining their manuscripts for publication. We are quite familiar with Randy's work with the journal as one of us has served as a consulting editor and reviewer for many years, and the other has served as an editor for the Methods and Techniques section of the journal for several years. We never cease to be amazed by the amount of effort and the detailed feedback that Randy puts into every manuscript. His style is one of encouragement to authors, providing extensive feedback and suggestions for improving the manuscript. During his tenure as editor, the journal has expanded its page count and incorporated innovations such as the popular Generalist's Corner section. Most importantly, Randy has raised the scholarly standards of the journal over the years by requiring more and more valid measures of student learning to support the pedagogical effectiveness of teaching techniques. In years past the effectiveness of teaching techniques was often demonstrated by student perceptions of how much they enjoyed an activity or how much they *thought* they learned. Today, such effectiveness measures are no longer enough. Submitters are strongly encouraged, and in some sections of the journal required, to provide direct measures of student learning. This shift has likely elevated the scholarly approach to effective teaching and learning in psychology on a national level. STP was fortunate indeed when Randy agreed to serve a second 6-year term as editor.

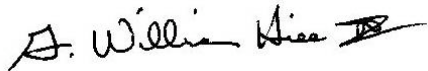
Although we have only indirect evidence of Randy's performance as a classroom teacher, I think the evidence clearly indicates excellence in this arena also. We have had the chance to read student letters concerning Randy's teaching and impact on student learning and success. These letters revealed a teacher who has had a significant and lasting impact on his students. As he constructs and develops his courses, he continually uses research on teaching and learning as the foundation. In other words, he incorporates those course aspects that have been empirically validated as effective in facilitating student learning. Further, we believe that Randy's ability to inspire and stimulate the volume of undergraduate research discussed earlier clearly reflect a teacher who has successfully engaged students both in and out of the classroom. If our personal experience with Randy's presentation style at conferences is any indication of his classroom teaching, his students experience an energetic, knowledgeable, organized, creative, challenging, and caring teacher.

A hallmark of Randy's career is his deep commitment to service to other teachers of psychology. He is a selfless and energetic advocate of fostering teaching excellence. His record of service and leadership in advancing excellence in undergraduate psychology education is unbelievable, and in our opinion unmatched by any of our colleagues, both past and contemporary. A review of his vita reveals innumerable leadership roles related to advancing teaching and student learning he has held in a variety of organizations. He has been a leader in the Southwest Psychological Association (SWPA) in advancing and recognizing student research and also served as the SWPA President (1990-1991) and SWPA Executive Director (1991-1995). He has also served in a wide variety of leadership roles in STP over the years, including Membership Chair, Program Chair, Chair of the STP Fellows Committee, and editor of *Teaching of Psychology*. He has also been a key contributor and leader in several APA initiatives including serving as a member of the 1999 Psychology Partnerships Project steering committee, faculty advisor for Teachers of Psychology in Secondary Schools, and participating in the 1991 APA National Conference on Enhancing Undergraduate Education in Psychology. This brief summary of his activities and leadership is only the "tip of the iceberg" of Randy's contributions and leadership. We cannot think of any psychology colleagues who have been as involved as Randy in contributing to the advancement of psychology education at

the undergraduate and high school levels. Indeed, his contributions were best recognized when he was awarded this year's American Psychological Foundation Charles L. Brewer Teaching of Psychology Award. This is *the* national teaching award in our discipline, and says volumes about how important his work in the teaching of psychology is viewed.

As we have gotten to know Randy even more personally after his arrival at Kennesaw, we have come to recognize that he is a humble man who deeply cares about teaching and advancing teaching through his national leadership and service. He is not a man who seeks recognition for his contributions and achievements—his work and its results are reward alone. Although Randy does not seek recognition, giving him this award would be a small way in which the state of Georgia can thank him for his unselfish and deep commitment to excellence in teaching and student success. We believe that both his students and this generation of psychology teachers are fortunate to have Randy Smith among us and we need to take this opportunity to thank him through formal recognitions such as this award.

Sincerely,

A handwritten signature in black ink, appearing to read "G. William Hill IV" with a stylized flourish at the end.

G. William (Bill) Hill IV
Director, CETL
Professor of Psychology

A handwritten signature in black ink, appearing to read "Linda M. Noble" in a cursive script.

Linda M. Noble
Associate Director, CETL
Professor of Psychology

ITHACA COLLEGE

April 15, 2006

Board of Regents
University System of Georgia

Dear Board Members,

I am delighted to write this letter on behalf of **Randolph Smith** as a nominee for the Regents' Scholarship of Teaching and Learning Award. I have known Randy Smith for over two decades and I can honestly say that he shows as much zeal, skill, commitment, and most importantly, efficacy in his teaching as anybody I have ever met. I can assert without one scintilla of doubt or moment of hesitation that he merits the recognition accorded by this award.

In a letter like this one, it is too easy to fall prey to the tendency simply to reiterate a person's curriculum vitae. You can study Randy Smith's vita easily enough. What I hope to accomplish in this letter is to put Randy's notable achievements in context. Randy has established himself as one of the foremost teachers of psychology in this country. This achievement is the result of his considered approach to the scholarship of teaching and to his teaching of his students and his colleagues.

Perhaps one of the most telling examples of Randy's integration of teaching and scholarship was evident in his recent Harry Kirke Wolfe lecture at a convention of the American Psychological Association, "A social psychology toolbox for the classroom." It was a marvelous melding of the research in social psychology as applied to teaching. His ideas were exceedingly cogent and his presentation stellar such that those in the audience departed with a fine sense of social psychology's relation to student behavior. This approach was unique, reflecting Randy's innovative approaches to his teaching. The presentation encapsulated much of what is impressive in his career: he took his passion for teaching, his understanding of students, and his knowledge of the research literature; and he combined them into a single unit, a presentation that informed and illuminated. His address connected the critical components of good teaching in a way that can only impress those of us who have a feel for the dynamics of teaching.

Naturally, his proficiency as a teacher did not occur by accident. Randy has been highly involved in issues in the teaching of psychology for the past two decades. He was one of the prominent teachers of psychology during the first decade of the Mid-America Conference for Teachers of Psychology (MACTOP). He made numerous presentations that showed the enthusiasm and budding excellence of a young psychologist. There was an interesting confluence of relatively new faculty who met at MACTOP, all of whom provided encouragement and support to one another. Randy's prominence as a leader of the young psychologists was quickly apparent.

It was not long before he became a noteworthy contributor to the Society for the Teaching of Psychology (STP), rising to positions of leadership and influence. He has maintained such prominence. Perhaps the most highly visible aspect of his work now is as editor of the flagship journal for pedagogy in psychology, *Teaching of Psychology (ToP)*. This journal has a long tradition of excellence, which Randy has fostered and expanded.

During Randy's tenure as editor of *ToP*, I have served as an associate editor of the journal, so I have seen firsthand Randy's approach to editing. He continues the tradition of an editor who is also

a teacher. Potential authors who submit manuscripts to the journal receive unfailing assistance in producing high quality manuscripts. It is appropriate, I think, to draw an analogy between the way Randy grades students and the way he decides on the fate of manuscripts: When authors' manuscripts are rejected, the writers do not receive a grade of F. Rather, they have earned a grade of Incomplete, with the encouragement to replace that Incomplete with a passing grade of P for Publication.

In addition to Randy's contributions to the teaching community by virtue of his editorship and his work with the Society for the Teaching of Psychology, Randy has had an effect that extends beyond the college and university level. He participated in the inaugural year of grading Psychology Advanced Placement tests. His inclusion in this activity reflects his standing among teachers of psychology. But it also indicates that his professionalism extends to mentoring teachers of psychology in secondary schools. Over the past decade, Randy has been an AP faculty consultant and, separately from this, a faculty advisor to the APA committee, Teachers of Psychology in the Secondary Schools (TOPSS). He has also directed many TOPSS workshops, events that are indispensable for high school psychology teachers who are often without a network of colleagues to help them expand their knowledge of psychology. As one would expect, his workshops are, at the same time, rigorous and accessible to the high school psychology teachers.

Finally, I will mention that Randy is a prolific author of materials related to teaching. He has written books and collaborated with others in producing highly useful and successful textbooks. Randy has also authored a diverse and impressive array of book chapters and journal articles that contribute to the body of the scholarship of teaching. As such, his effect on the community of teachers is present not only through his personal connections but also in a more visible and permanent record.

In conclusion, I will say that writing letters like this for distinguished colleagues is educational in itself. I have had frequent opportunities to collaborate with Randy over two decades, so I am familiar with many of his accomplishments. But in writing this letter, I have gained a more complete picture of the importance of Randy and his work to teachers of psychology. I had a reasonably complete sense of the course of Randy's career, but I have discovered many additional facets of his work that impress me to an even greater extent. This awareness has amplified my respect for him.

I encourage you to recognize Randy's meritorious and laudatory accomplishments by conferring on him the Regent's' Scholarship of Teaching and Learning Award. Your decision is undoubtedly a difficult one, but I can aver that there are no teachers of psychology who deserve this recognition more than Randy. He is a colleague held in highest esteem by those of us active in the teaching community and a teacher who has had an effect on the discipline in ways that others can only envy. The Board of Regents of the University System of Georgia will be showing distinct sagacity in presenting this award to Randy Smith.

Sincerely,

A handwritten signature in black ink, appearing to read "Beins", with a stylized flourish at the end.

Bernard C. Beins, Ph.D.
Chair and Professor, Psychology

April 18, 2006

Dr. Dorothy Zinsmeister
Assistant Vice Chancellor for Academic Affairs
University System of Georgia
270 Washington Street, SW
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Dear Dr. Zinsmeister:

Jonesboro, Arkansas

It is an honor to write this letter in support of Dr. Randolph A. Smith's nomination for the Scholarship of Teaching and Learning Award presented by the University System of Georgia. I have known Randy for over twenty years. During these past 20 years, I have had the pleasure of interacting with him on many different levels and in a variety of settings.

I first met Randy Smith when I was an undergraduate student attending Ouachita Baptist University, in Arkadelphia, AR. In addition to having him as an academic advisor, I had the pleasure of taking several of his courses such as general psychology, statistics, experimental psychology, research methods and advanced statistics. Therefore, I can speak with confidence to his excellence as a teacher.

As a student, I always looked forward to attending his classes. I knew that he would provide me with some new and challenging information every time I entered his classroom. He constantly challenged me to stretch beyond my boundaries. As our relationship evolved, Randy also became one of my most revered mentors and friends. He has helped to guide both my educational experiences and my professional development.

Randy was the first person to introduce me to the professional side of psychology. During my undergraduate years, he encouraged me to attend both state and regional psychology conferences. At these conferences, he introduced me to many of the professors who have now become my colleagues and friends. He introduced me to Division 2 of the American Psychological Association and many other professional organizations. Randy encouraged me to attend graduate school, even when I lacked confidence in my own abilities to do so. He took me under his wings and prepared me for graduate training. Even through my graduate years and my early professional years, Randy was always there to provide support and to listen.

His efforts did not stop there! He continues to promote my professional development in numerous ways. We have presented at workshops and conferences together; we have even team-taught an advanced statistics course together. He is always willing to share what he had learned, throughout his years of service in the academy, so that I can vicariously learn through him.

I was thrilled when I was offered the opportunity to become a part of the faculty at Ouachita Baptist University and to work with Randy. His role of department chairperson provided a model which I now try to emulate. He taught me the importance of serving as an advocate for faculty as well as for students. Although we have both relocated to different institutions, I have no doubt that his mentoring and support will continue regardless of the miles that separate us.

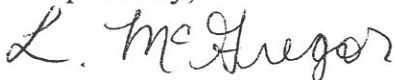
Over the years, I have literally watched Randy prepare for and deliver hundreds of lectures. The preparation that went into each lecture and the attention to details suggested that he treats every lecture as if it is the most important lecture that he will ever give. He does not settle for simply recycling information. He continues to research, read, and incorporate the latest information into his lectures. And the students love his classes. I find it ironic and humbling, that I now teach many of the courses in which Randy instructed me, when I was a student at Ouachita. I now aspire to emulate his teaching practices and behaviors.

Randy's passion for teaching is what truly makes him a wonderful instructor and mentor. He loves teaching psychology. This is evident every time he steps behind a podium or takes the floor to lecture. He becomes totally involved in his presentation, and he easily draws his audience into his world. He also demonstrates his passion for teaching through his research and professional involvement. He has conducted and participated in numerous workshops dedicated to the teaching of psychology. He has development countless, unique, classroom examples that help promote the understanding of psychology for students. He has shared these examples with many psychology teachers through his workshop presentations and through his publications.

Finally, his passion for teaching truly shines through his leadership as editor of the journal, *Teaching of Psychology*. As editor, he takes pride in sharing new and innovative teaching techniques with thousands of psychology teachers around the world. I have watched him perform his duties in this capacity. I know that it is truly a labor of love for him. Many people are unaware of the amount of time he invests in helping to produce a journal that is dedicated entirely to improving the quality of teaching in undergraduate psychology. However, the high standards that he maintains for the journal makes it one of the top journals in the discipline. Randy would not have it any other way.

In my humble opinion, Randy Smith is the epitome of an outstanding teaching. Not only has he influenced my life and passion for psychology, I am quite sure that he has influenced the lives of many others through his teaching, presentations, and/or writings. Therefore, I enthusiastically support his nomination for the Scholarship of Teaching and Learning Award.

Respectfully,



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